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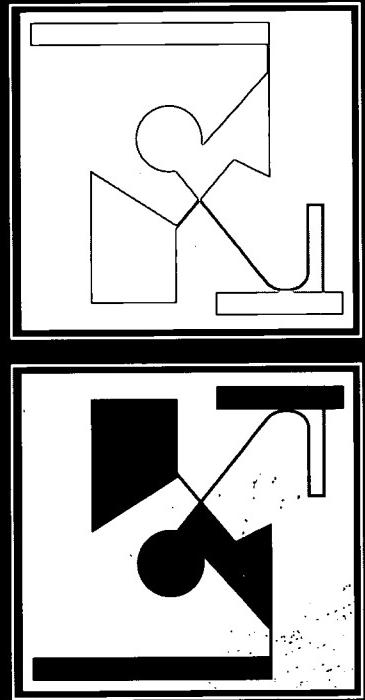
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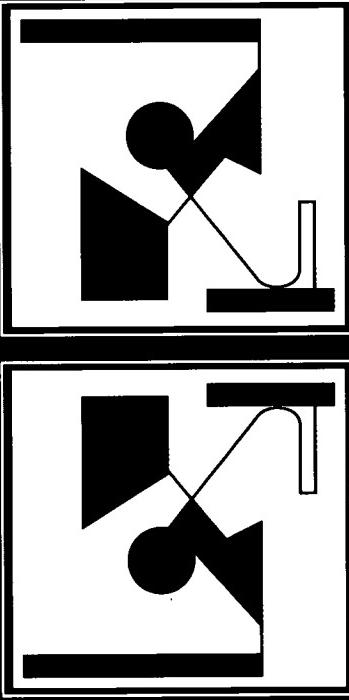
## ABSTRACT

This is the 19th publication in a series that provides an overview of various aspects of education in South Africa. No publication was produced in 1999 because official data were not yet ready, so this document contains some 1998 information along with that for 1999. Obtaining data on a racial basis remains a problem, and it is recognized that the reaching of important goals of the national educational policy with respect to equity, redress, and access can only be achieved if educational data can be disaggregated in terms of racial groupings. In this report indicators other than matric results (matriculation examination) are presented for the first time with the report of South African results for two international studies. In 1999, the 2,772,225 students of the KwaZulu-Natal education department represented 22.5% of the country's total students. In contrast, only 1.7% (204,238) students were enrolled in the Northern Cape region. Data are supplied in graph and table form for the following provinces: (1) Western Cape; (2) Eastern Cape; (3) Free State; (4) Gauteng; (5) KwaZulu-Natal; (6) Mpumalanga; (7) Northern Cape; (8) Northern Province; and (9) North West. Data include the number of teachers and their qualifications, student enrollment for each province by grade and gender, matric test results by subject and province, university and technical school enrollment, and achievement data in numeracy and literacy. (Contains 14 figures.) (SLD)



# EDUCATION AND MANPOWER DEVELOPMENT

Research Institute for Education Planning, Faculty of the Humanities  
19



1999  
Strauss  
Van der Linde  
Plekker

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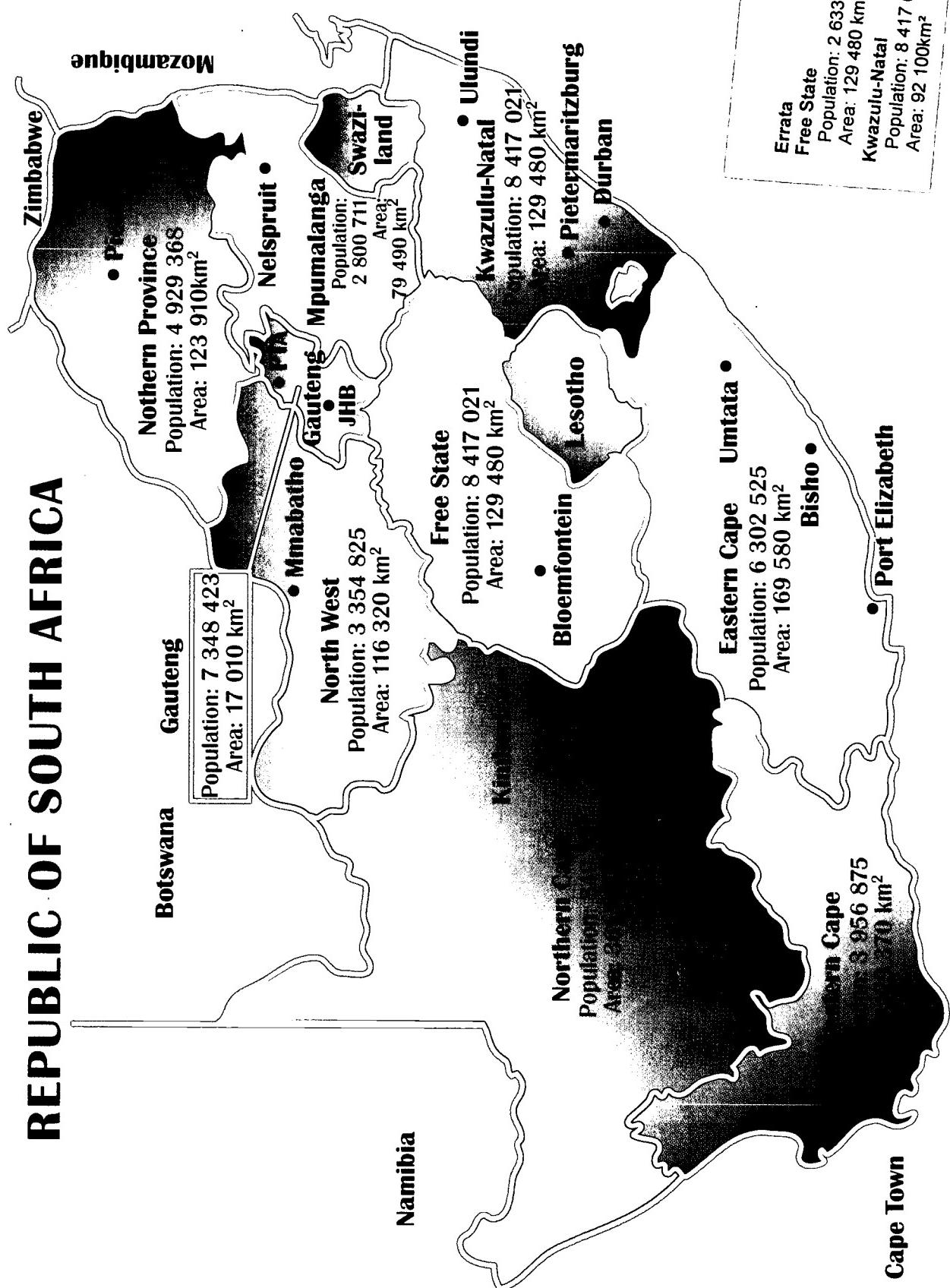
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# REPUBLIC OF SOUTH AFRICA



Errata  
Free State  
Population: 2 633 504  
Area: 129 480 km<sup>2</sup>  
Kwazulu-Natal  
Population: 8 417 021  
Area: 92 100 km<sup>2</sup>

# **Education and Manpower Development**

**1999, No 19**

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**November 2000**

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## **PREFACE**

This is the nineteenth publication in the series on the 1999 educational data that gives an overview of various aspects of education in South Africa. No publication was produced in 1999 (on the 1998 data), as official data were not available at that stage. This issue will also include some of the 1998 information. The availability of data on a racial basis is still a problem. The reaching of important goals of the national education policy e.g. equity, redress and access can only be assessed if educational data are also disaggregated in terms of racial groupings.

For the first time other indicators than matric results also became available. The international Education for All (EFA) 2000 Assessment and the Monitoring of Learning Achievement (MLA) projects of UNESCO gave an insight into some other aspects of education, never before assessed on a national basis. The MLA project was performed on a representative sample of grade 4 learners in 400 schools all over the country where they were tested for competency in literacy, numeracy and life skills.

The proposed systemic evaluation and whole school evaluation projects of the Quality Assurance section of the national department will in future also provide new and important information about education to administrators, educators and the general public.

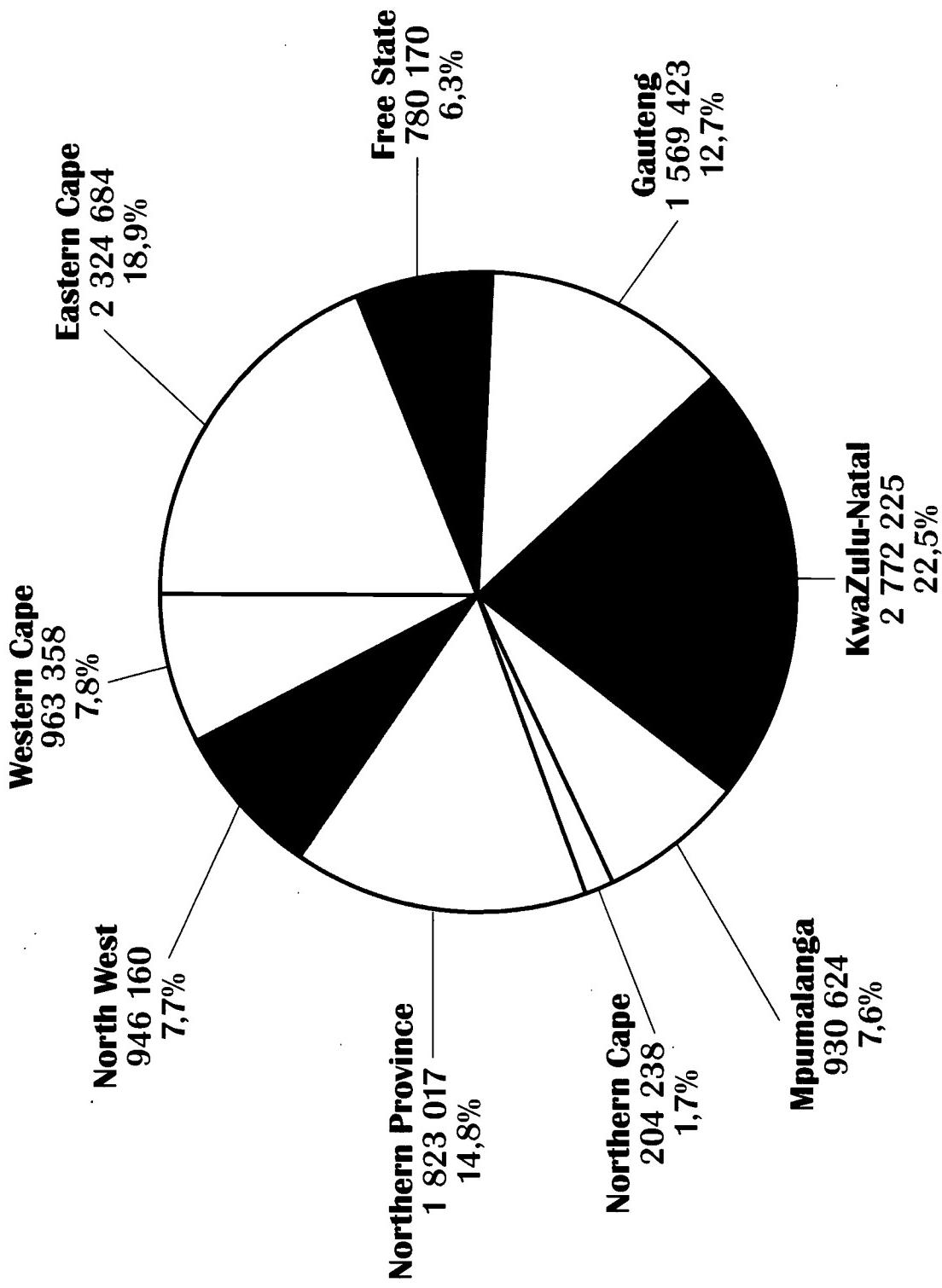
The national EMIS system is still finding its feet. Much progress has been made but the flow of data and information is still too slow. This is partly the result of understaffed EMIS sections

and partly the result of overloading EMIS staff with additional tasks like staff provisioning and funding norm calculations. Some provinces still do not have the capacity to handle and finalise annual surveys within the requested time with the result that the national department can only make official data available when the planning and research value has decreased. The importance of EMIS sections is still not acknowledged as most EMIS sections in departments of Education are still seen as a line instead of a strategic service.

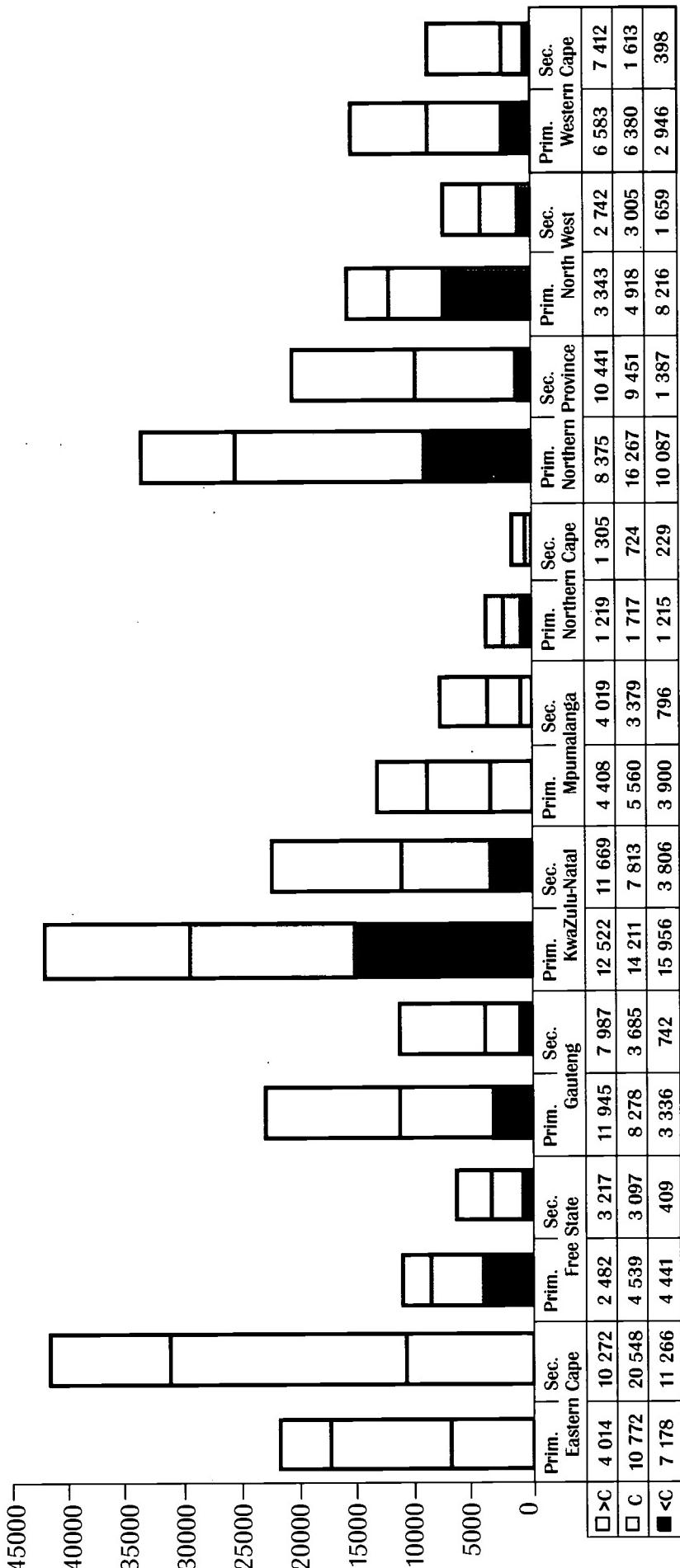
This brochure is a broad-brush stroke of the numbers in education. The major part of the data is from the traditional formal school systems. General Education and Training (GET) phase and the school component of the Further Education and training (FET) phase as well as the Technikon and University component of the Higher Education Sector. Information on Technical Colleges (FTT sector) and other colleges (Teacher, Nursing, Agriculture, etc.) is not included. The compilers trust that the reader will find this issue stimulating and mind provoking and that it will contribute to a better understanding of education in South Africa.

**H J VAN DER LINDE  
DIRECTOR: RIEP**

**Fig. 1: Learner enrolment according to province, 1999**

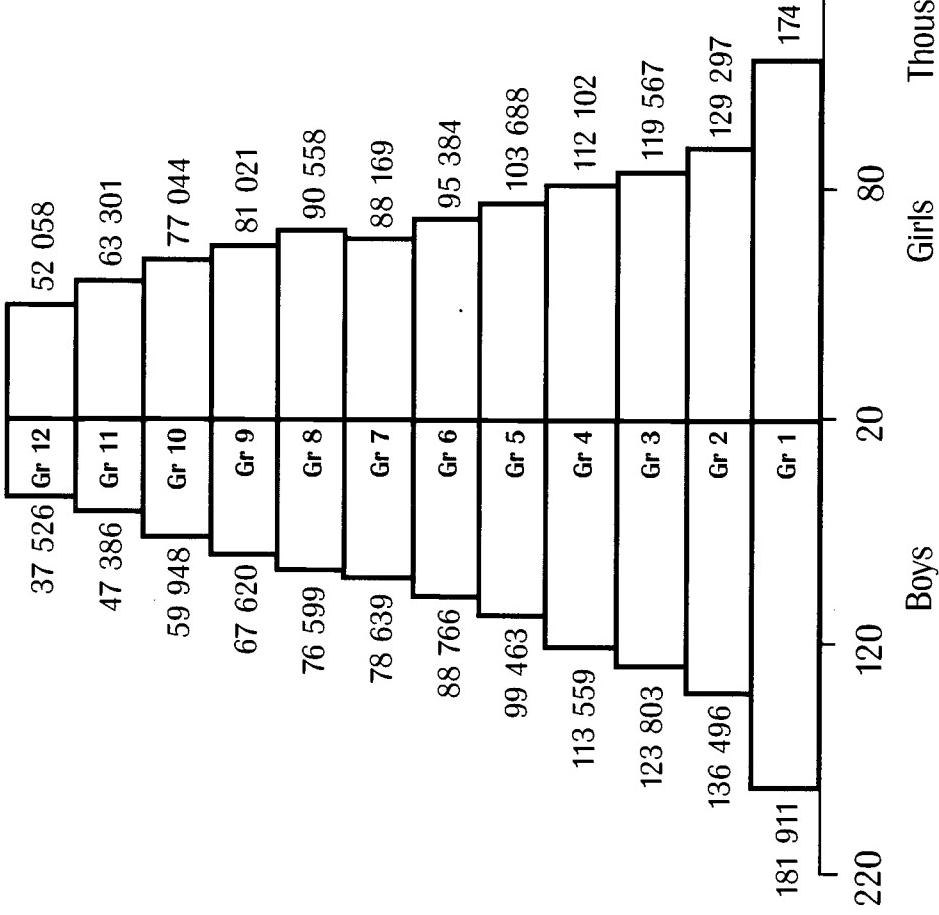


**Fig. 2: Number of teachers according to qualifications and school level, 1999**

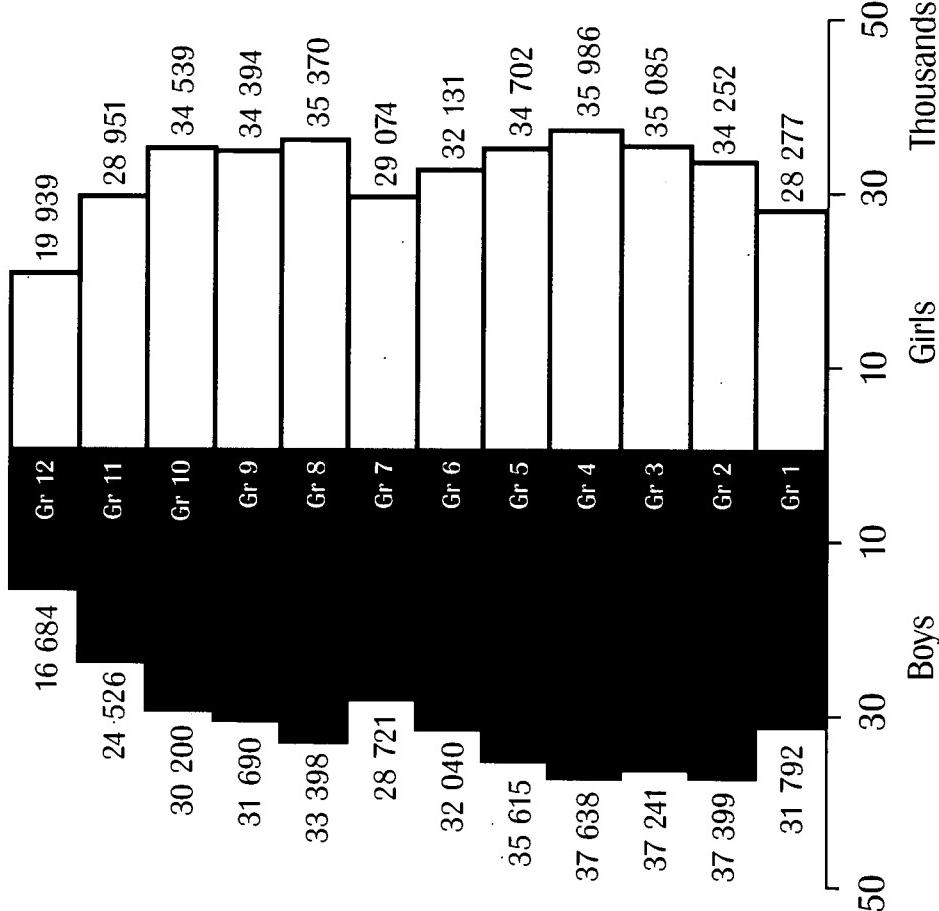


Qualifications	Eastern Cape		Free State		Gauteng		KwaZulu-Natal		Mpumalanga		Northern Cape		Northern Province		North West		Western Cape	
	Primary %	Secondary %	Primary %	Secondary %	Primary %	Secondary %	Primary %	Secondary %	Primary %	Secondary %	Primary %	Secondary %	Primary %	Secondary %	Primary %	Secondary %	Primary %	Secondary %
<C	32.68	26.77	38.75	6.08	14.16	5.98	37.38	16.34	28.12	9.71	29.27	10.14	29.04	6.52	49.86	22.40	18.52	4.22
C	49.04	48.82	39.60	46.07	35.14	29.68	33.55	40.09	41.24	41.36	32.06	46.84	44.41	29.85	40.58	40.10	17.12	16.13
>C	18.28	24.41	21.65	47.85	50.70	64.34	29.33	50.11	31.79	49.05	29.37	57.79	24.12	49.07	20.29	37.02	41.38	78.66
Learner: Educator ratio	35.9		41.0	43.1	41.7	45.9	42.2	39.2	42.1	39.4	32.0	28.4	31.6	30.8	36.9	45.0	38.2	32.8

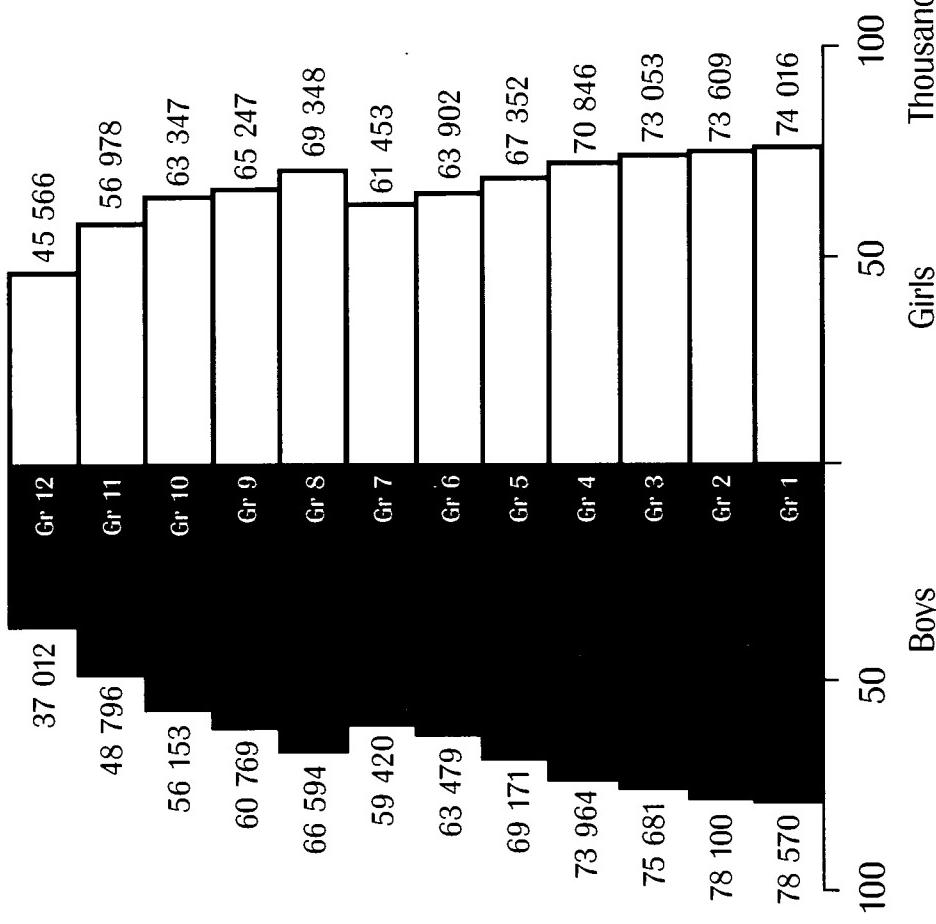
**Fig. 3a:** Learner enrolment according to gender in the EASTERN CAPE, 1999



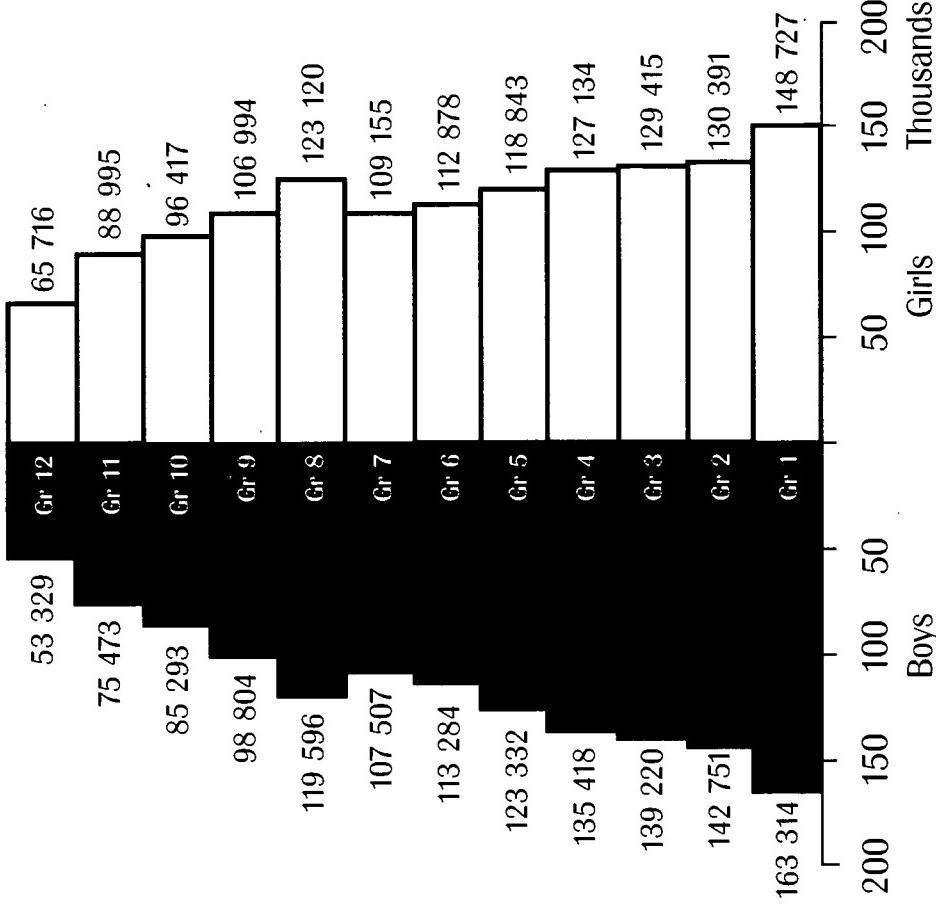
**Fig. 3b:** Learner enrolment according to gender in the FREE STATE, 1999



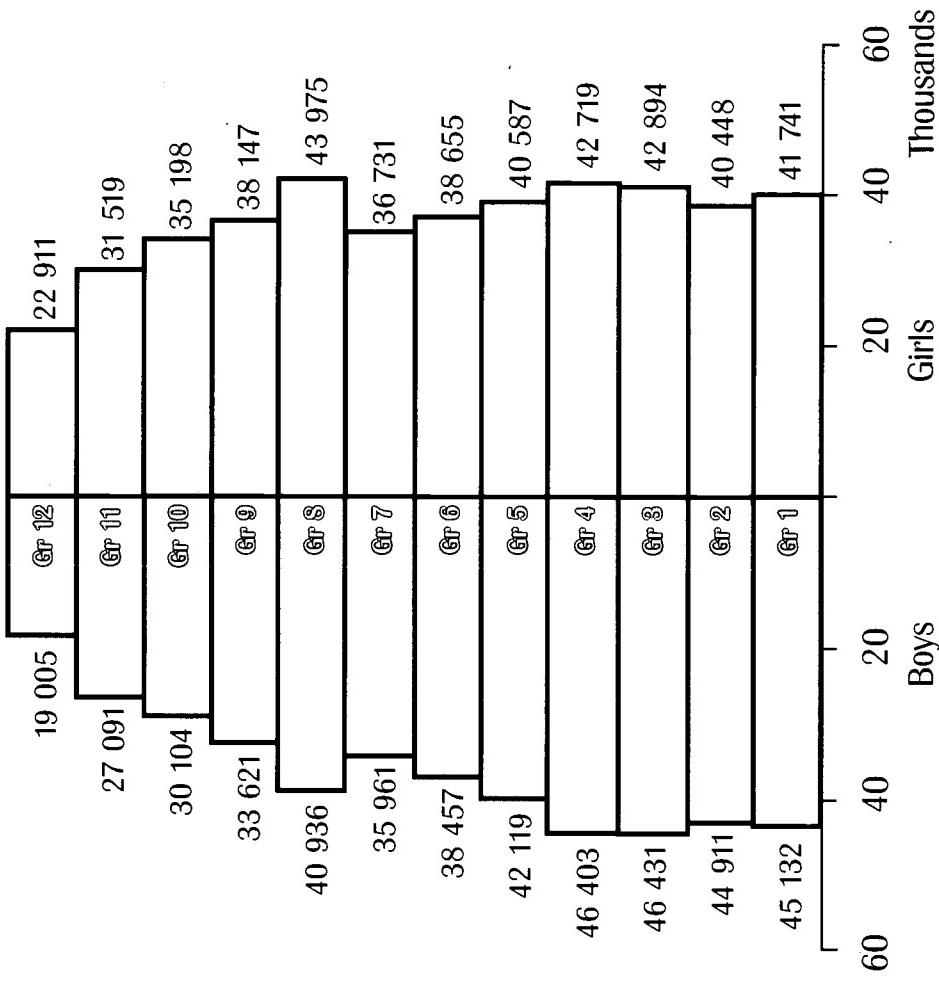
**Fig. 3c: Learner enrolment according to gender in the GAUTENG, 1999**



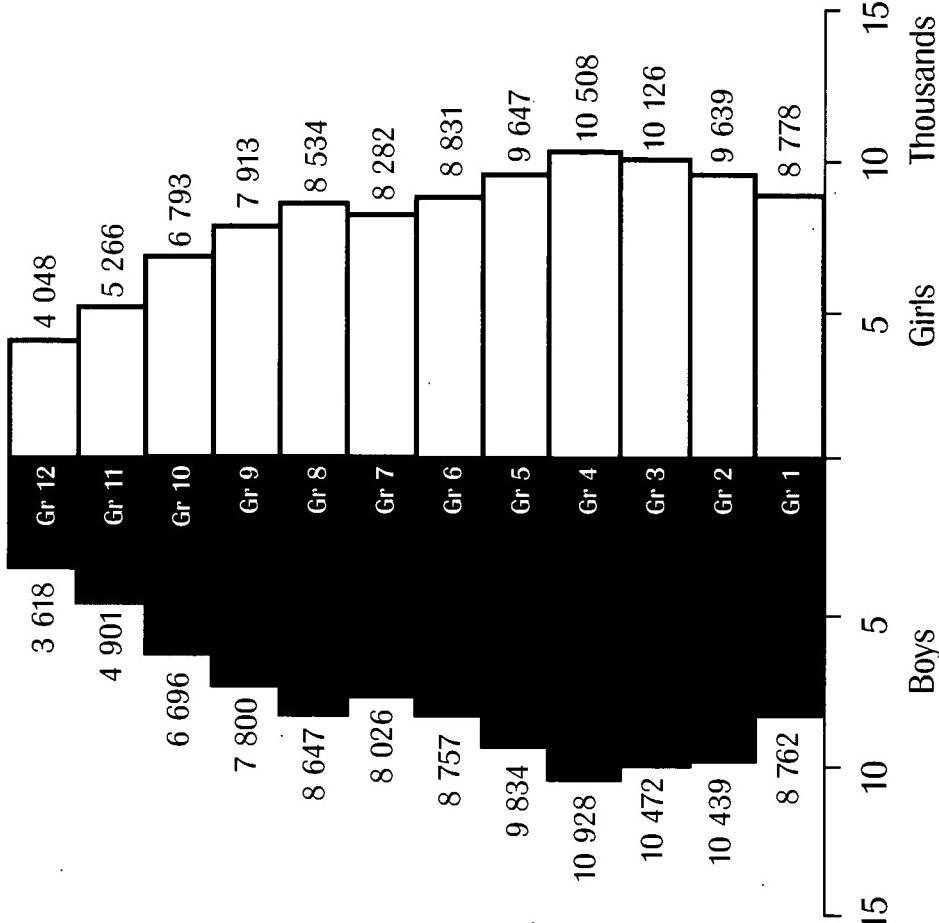
**Fig. 3d: Learner enrolment according to gender in the KWAZULU-NATAL, 1999**



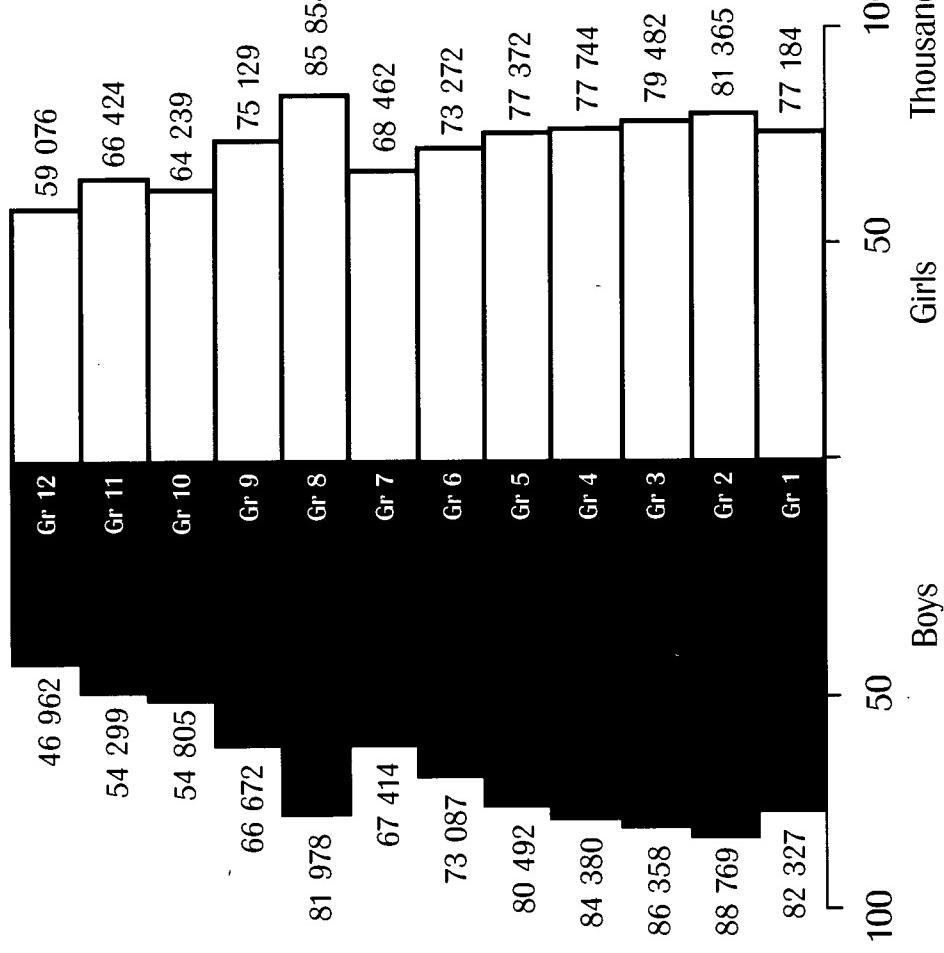
**Fig. 3e: Learner enrolment according to gender in the MIPUMALANGA, 1999**



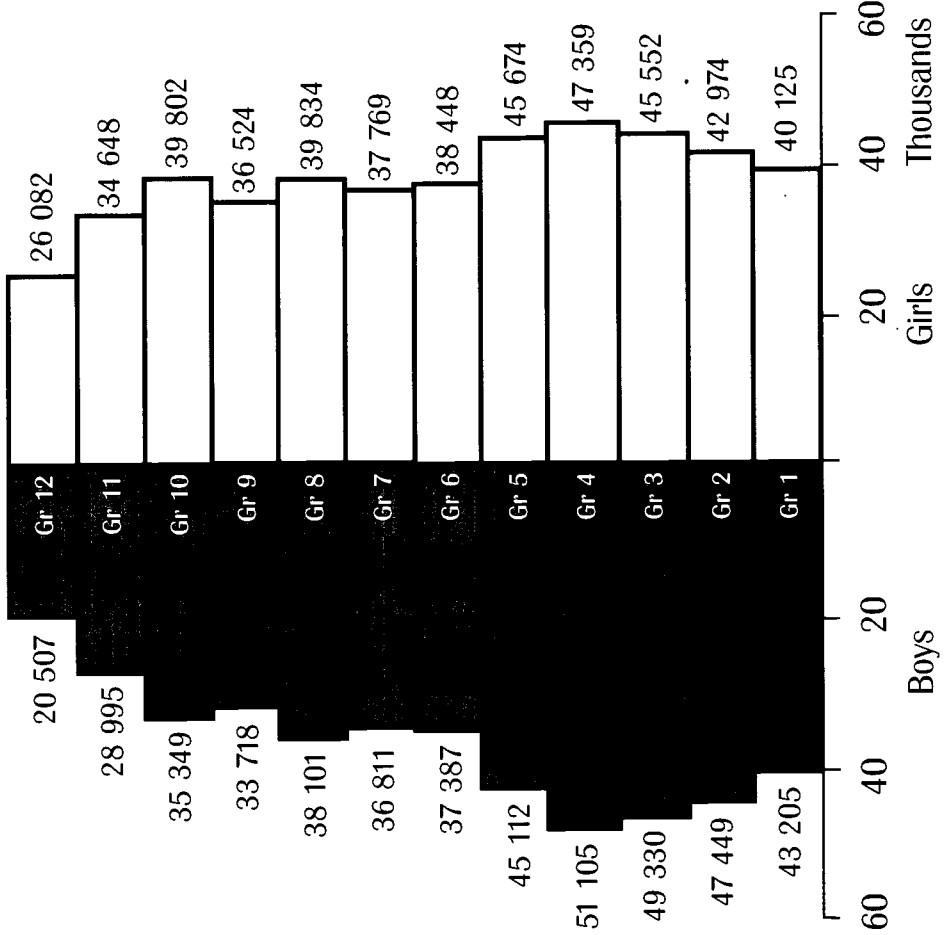
**Fig. 3f: Learner enrolment according to gender in the NORTHERN CAPE, 1999**



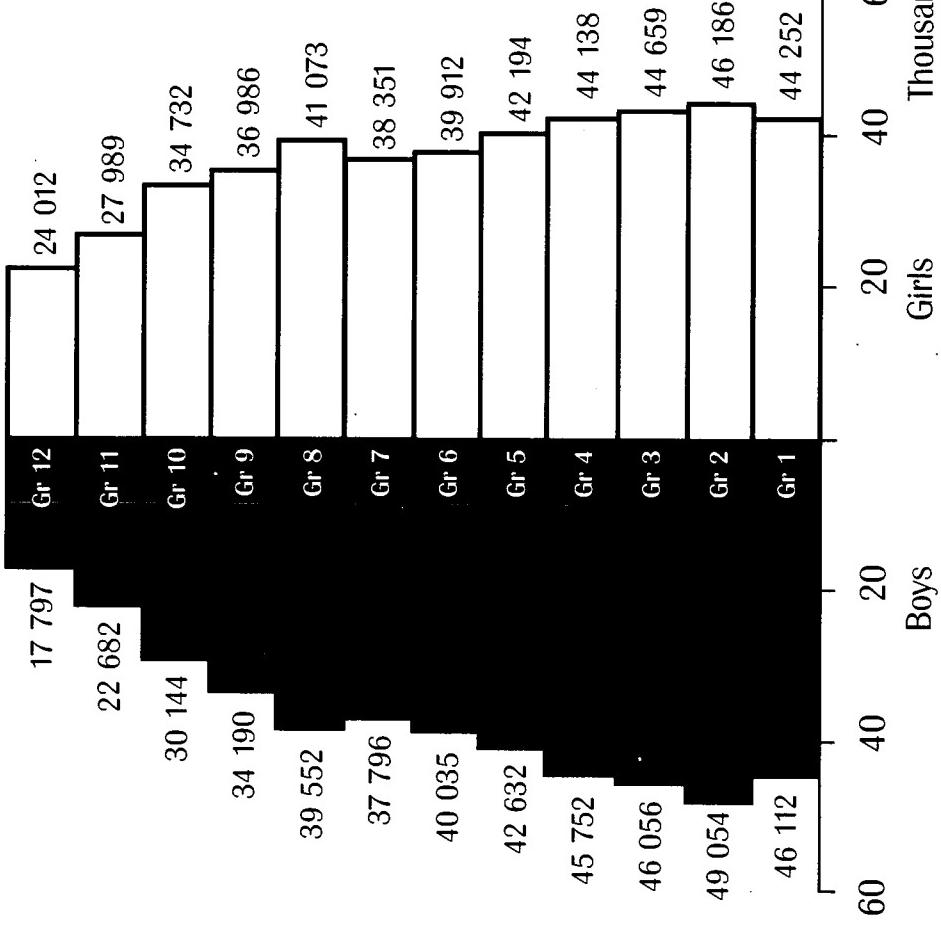
**Fig. 3g: Learner enrolment according to gender in the NORTHERN PROVINCE, 1999**



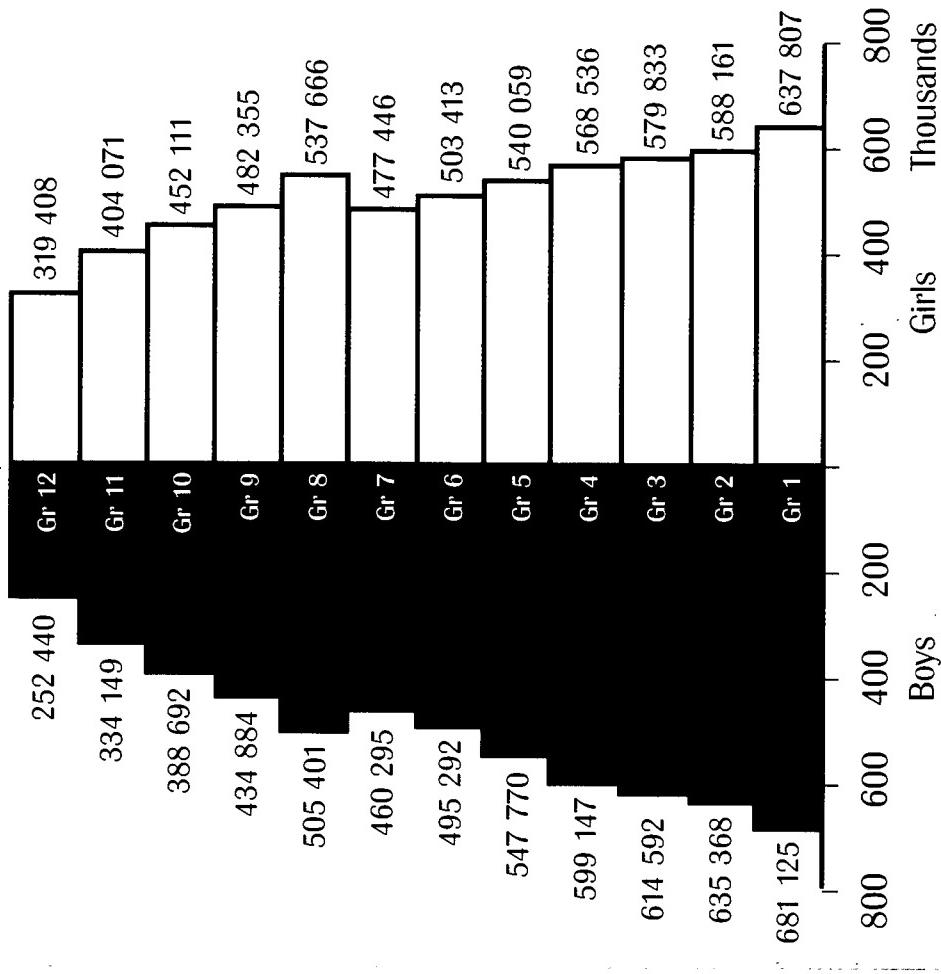
**Fig. 3h: Learner enrolment according to gender in the NORTH WEST, 1999**



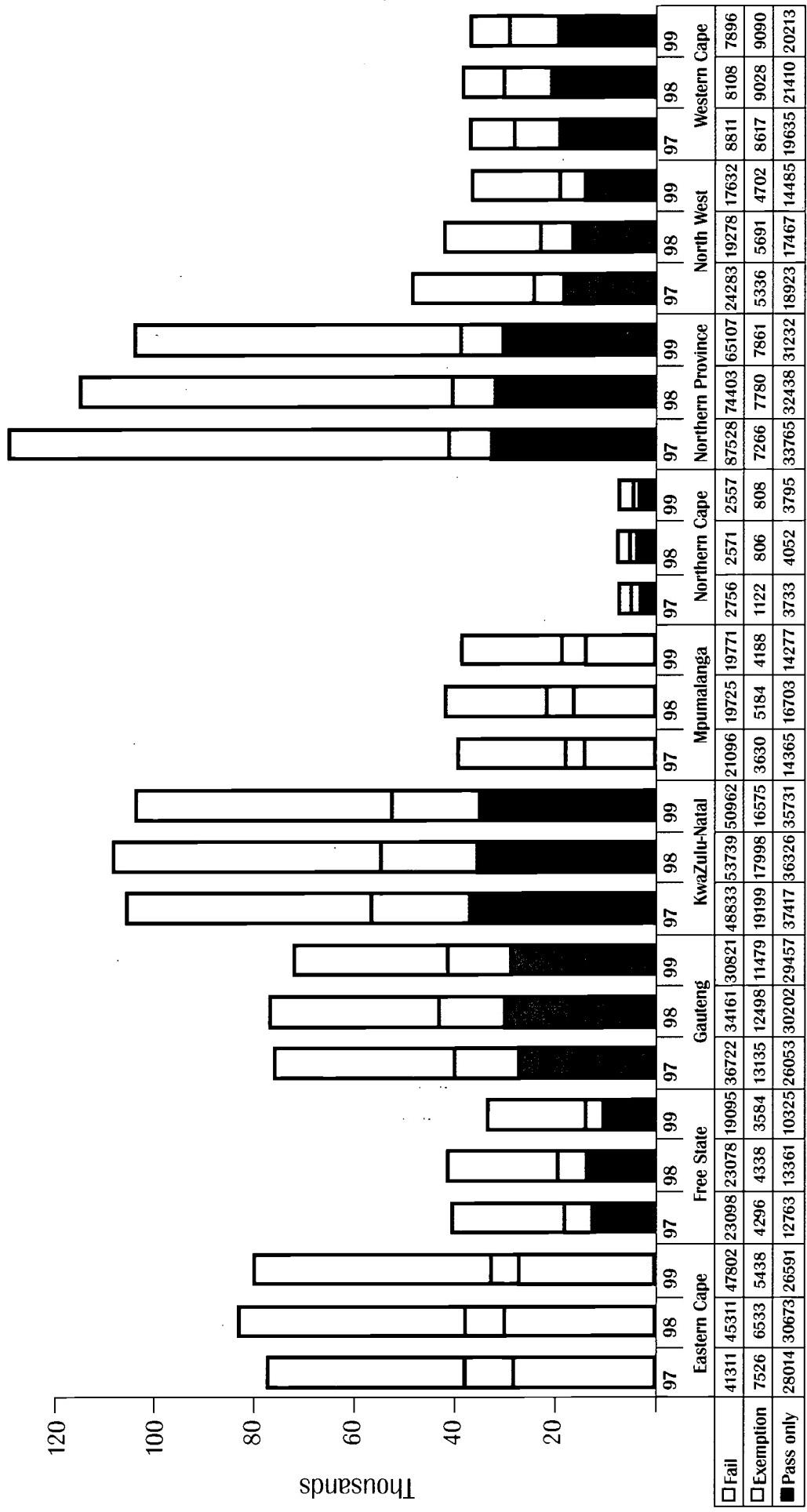
**Fig. 3i: Learner enrolment according to gender in the WESTERN CAPE, 1999**



**Fig. 3j: Learner enrolment according to gender in the SOUTH AFRICA, 1999**



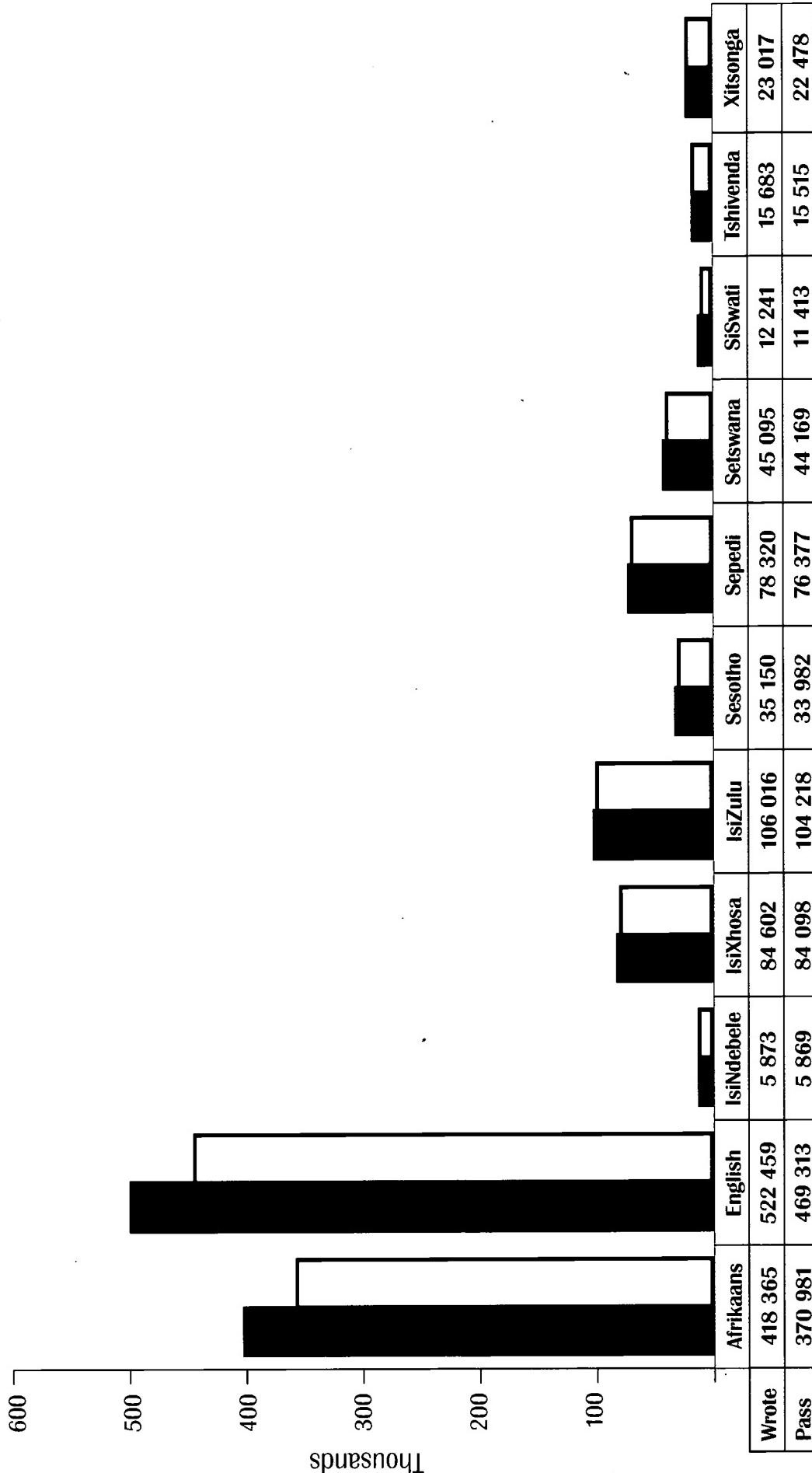
**Fig. 4: Matric results per province, 1997 - 1999**



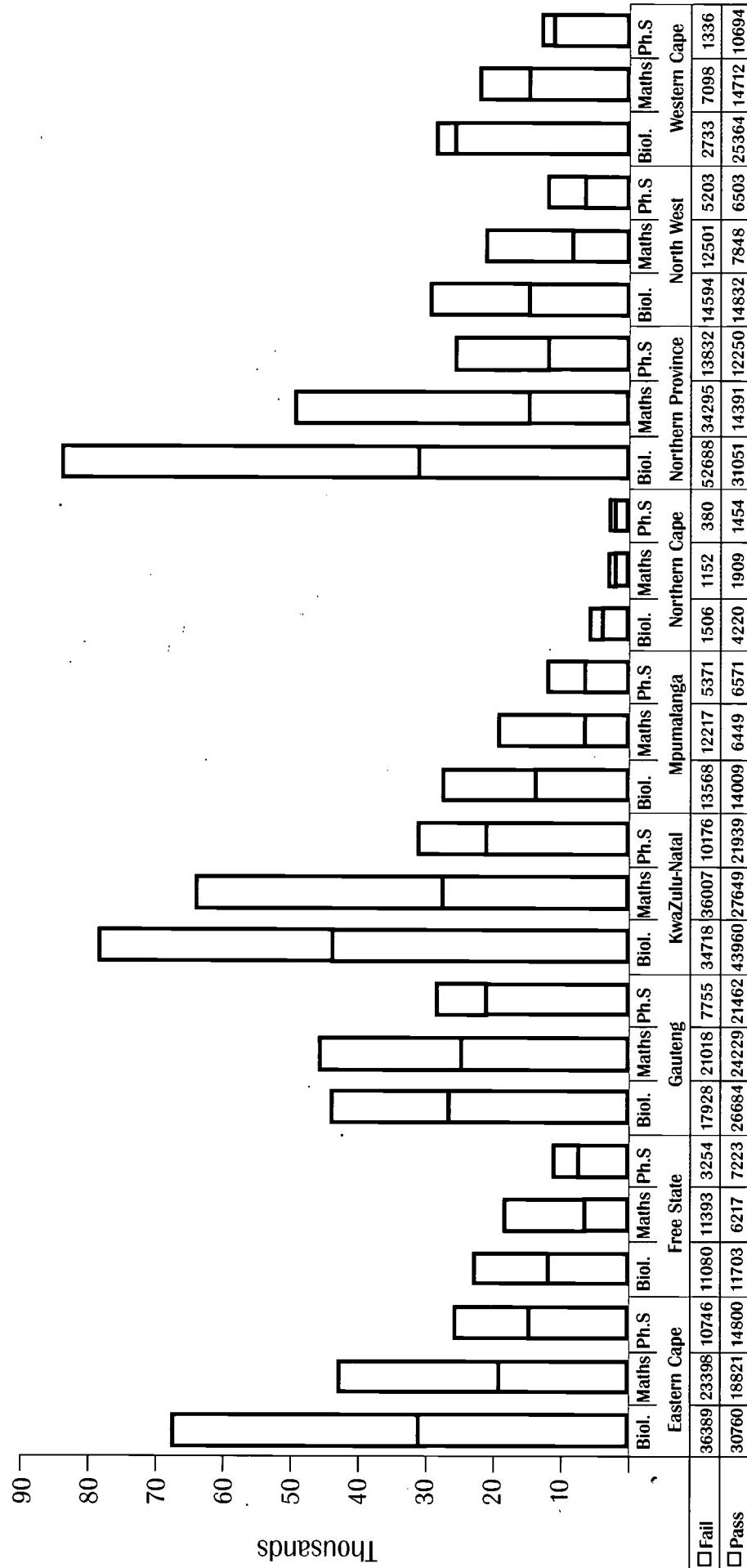
**Table 1: Grade 12 examination results per province, 1994 - 1999**

		1994	1995	1996	1997	1998	1999
	<b>Wrote</b>	73 728	67 397	66 600	76 851	82 517	79 831
<b>Eastern Cape</b>	<b>Total passes</b>	41 881	56,80%	32 220	47,81%	32 639	49,01%
	<b>Exemption</b>	10 648	14,44%	7 181	10,65%	7 061	10,60%
	<b>Wrote</b>	30 278	33 147	35 526	40 157	40 777	33 004
<b>Free State</b>	<b>Total passes</b>	16 888	55,78%	16 467	49,68%	18 153	51,10%
	<b>Exemption</b>	4 536	14,98%	3 893	11,74%	4 208	11,84%
	<b>Wrote</b>	75 266	79 215	69 525	75 910	76 861	71 757
<b>Gauteng</b>	<b>Total passes</b>	46 143	61,31%	45 940	57,99%	42 142	60,61%
	<b>Exemption</b>	15 698	20,86%	14 893	18,80%	13 810	19,86%
	<b>Wrote</b>	75 409	87 053	86 456	105 449	108 063	103 268
<b>Kwazulu-Natal</b>	<b>Total passes</b>	51 005	67,64%	60 302	69,27%	53 397	61,76%
	<b>Exemption</b>	19 450	25,79%	22 097	25,38%	20 040	23,18%
	<b>Wrote</b>	40 113	45 479	41 630	39 091	41 612	38 236
<b>Mpumalanga</b>	<b>Total passes</b>	19 039	47,46%	17 355	38,16%	19 739	47,42%
	<b>Exemption</b>	4 367	10,89%	3 404	7,48%	4 332	10,41%
	<b>Wrote</b>	5 855	6 529	7 007	7 611	7 429	7 160
<b>Northern Cape</b>	<b>Total passes</b>	4 551	77,73%	4 863	74,48%	5 194	74,13%
	<b>Exemption</b>	1 235	21,09%	1 138	17,43%	1 225	17,48%
	<b>Wrote</b>	129 951	138 816	122 447	128 559	114 621	104 200
<b>Northern Province</b>	<b>Total passes</b>	57 731	44,43%	52 425	37,77%	47 569	38,85%
	<b>Exemption</b>	15 767	12,13%	10 366	7,47%	9 351	7,64%
	<b>Wrote</b>	34 984	41 950	46 221	48 542	42 436	36 819
<b>North West</b>	<b>Total passes</b>	24 572	70,24%	27 812	66,30%	32 185	69,63%
	<b>Exemption</b>	8 030	22,95%	7 102	16,93%	7 611	16,47%
	<b>Wrote</b>	29 824	31 867	34 830	37 063	38 546	37 199
<b>Western Cape</b>	<b>Total passes</b>	25 533	85,61%	26 358	82,71%	27 940	80,22%
	<b>Exemption</b>	8 766	29,39%	8 747	27,45%	12 130	34,83%

**Fig. 5: Results for the different Languages in the matriculation examination, 1999**

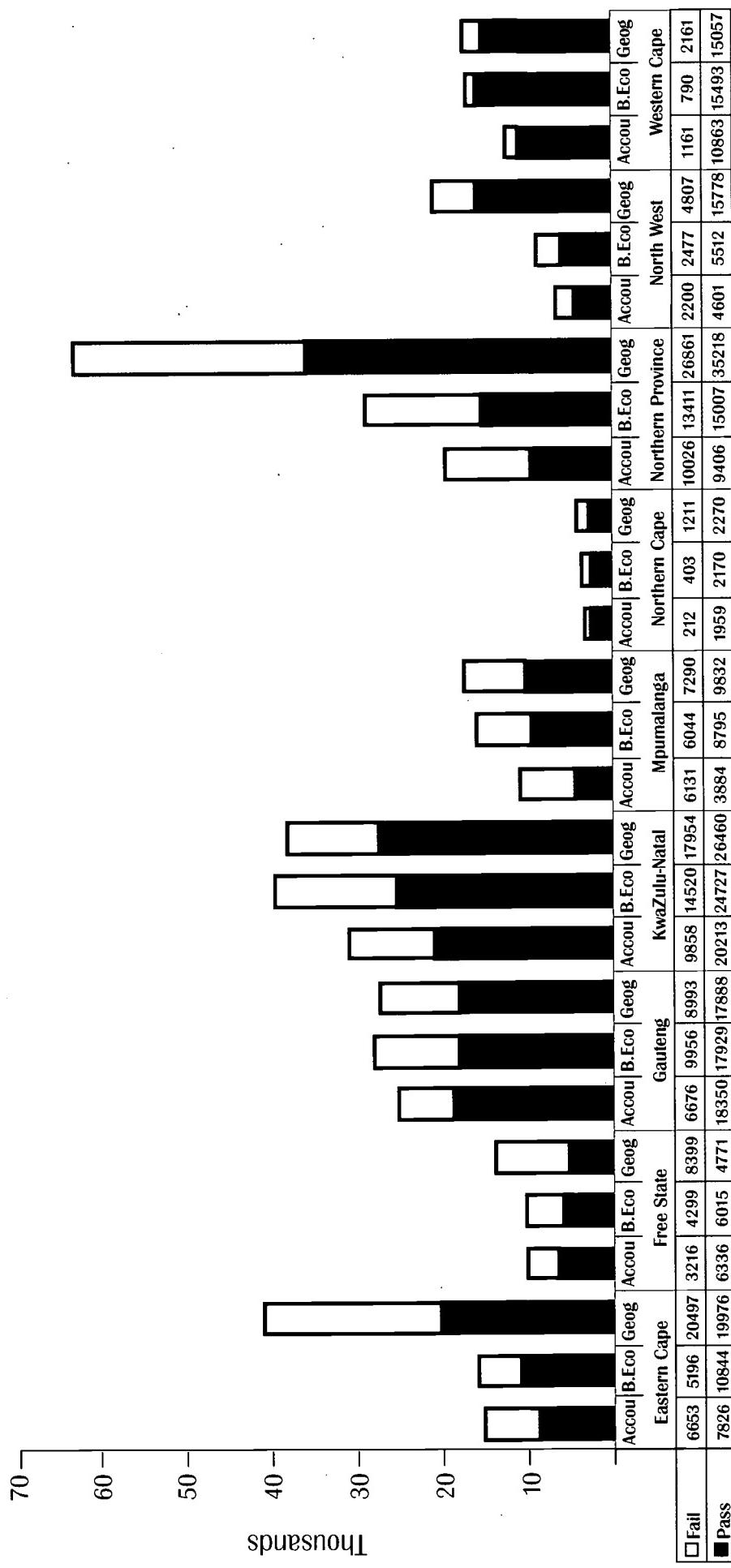


**Fig. 6: Results for Biology, Mathematics and Physical Science in the matriculation examination, 1999**



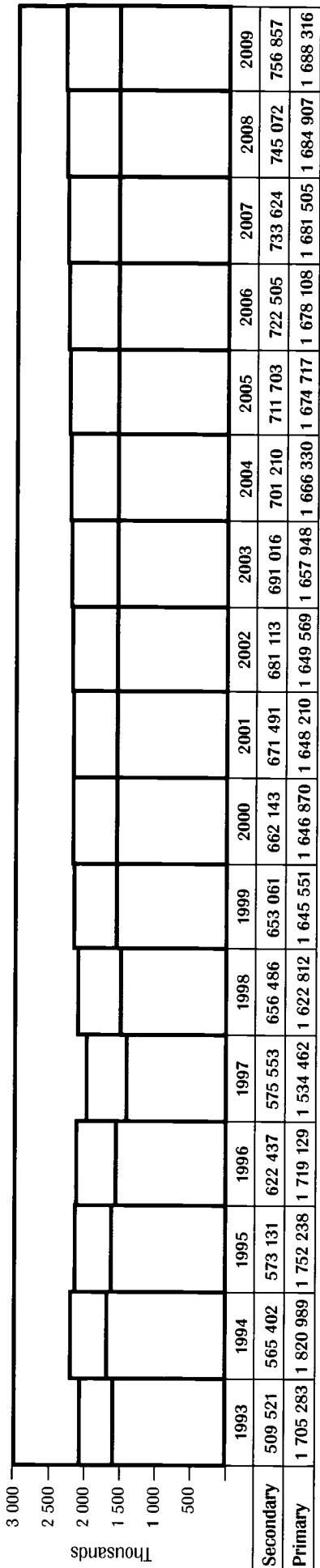
Eastern Cape			Free State			Gauteng			KwaZulu-Natal			Mpumalanga			Northern Cape			Northern Province			North West			Western Cape		
Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S	Biol.	Maths	Ph.S
45,81%	44,56%	57,93%	51,3%	35,3%	68,94%	59,81%	53,55%	73,46%	55,87%	43,44%	68,31%	50,80%	34,55%	55,02%	73,70%	62,37%	79,28%	37,08%	29,56%	46,97%	50,40%	38,57%	55,55%	90,27%	67,46%	88,89%

**Fig. 7: Results for Accounting, Business Economics and Geography in the matriculation examination, 1999**

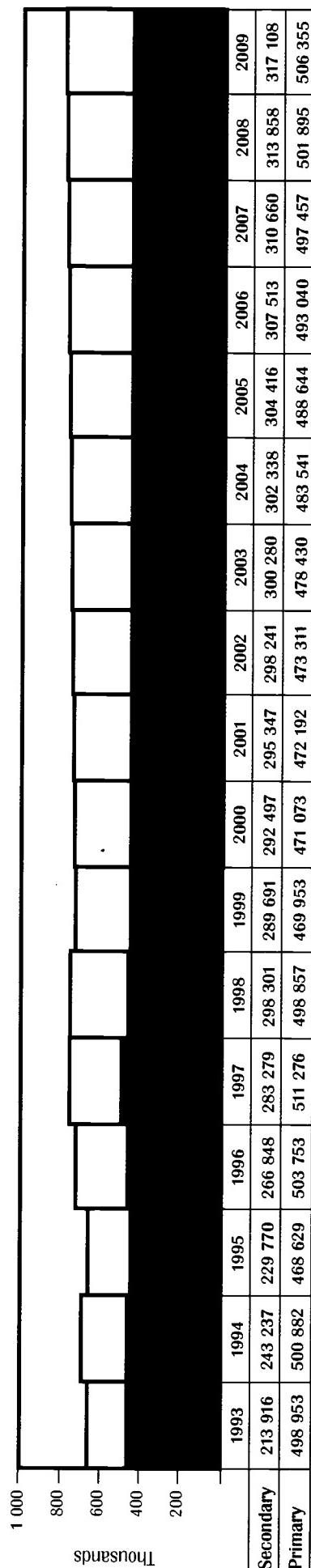


Noticeable in this graph is the larger number of learners taking geography. From Fig. 6 it is clear that the most popular non-language subject is Biology. Both Biology and Geography are basically learning (memorizing) subjects. The pass rate for all the subjects in figures 6 and 7 is noticeably better in the Western Cape.

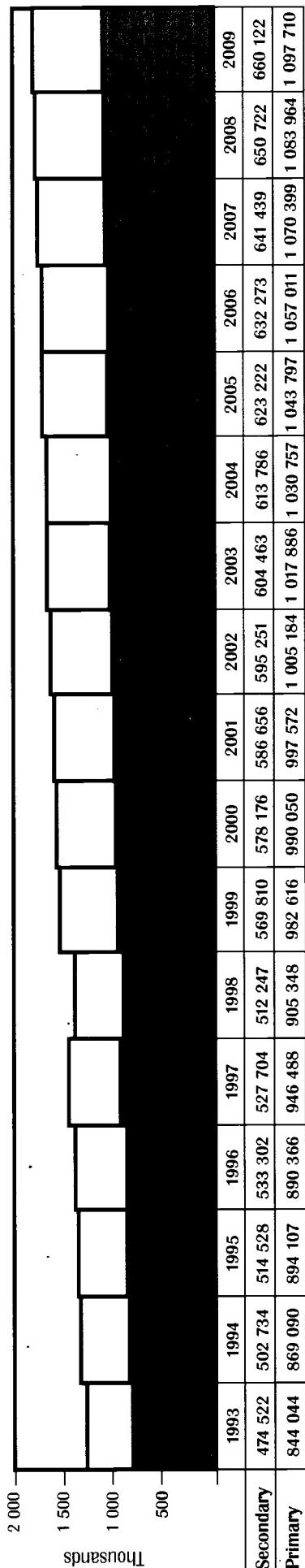
**Fig. 8a: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009  
for the EASTERN CAPE**



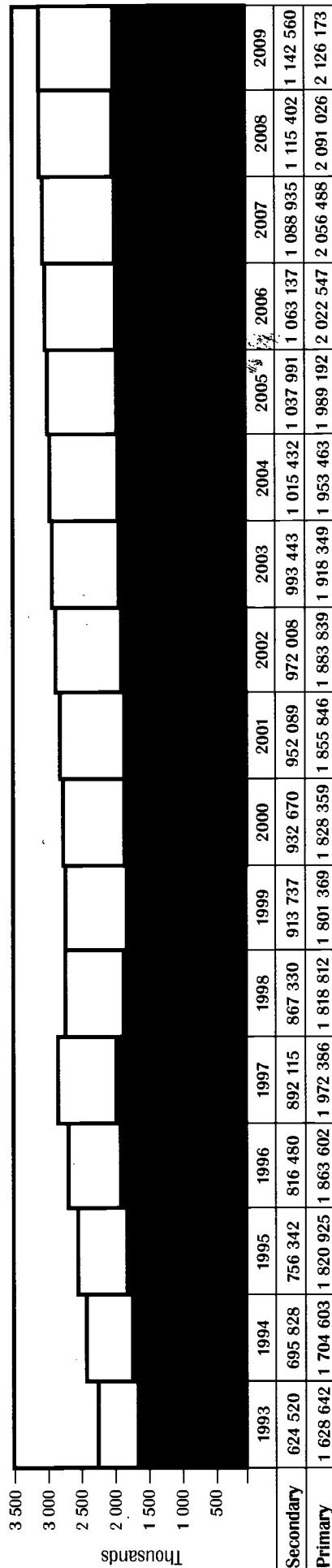
**Fig. 8b: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009  
for the FREE STATE**



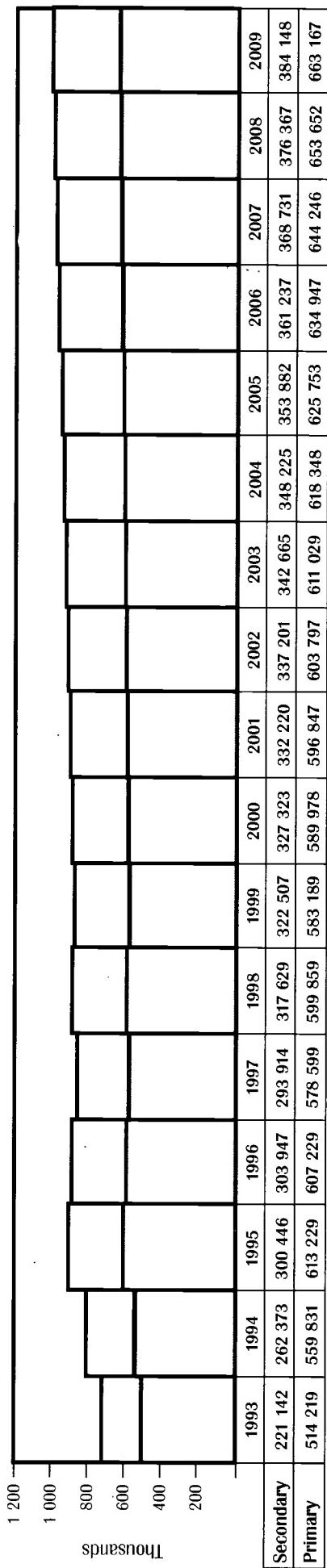
**Fig. 8c: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009 for the GAUTENG**



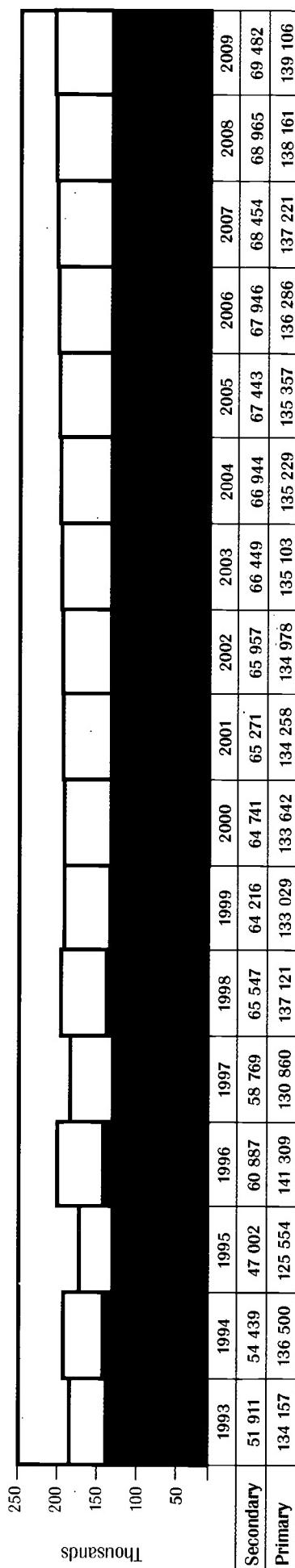
**Fig. 8d: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009 for the KWAZULU-NATAL**



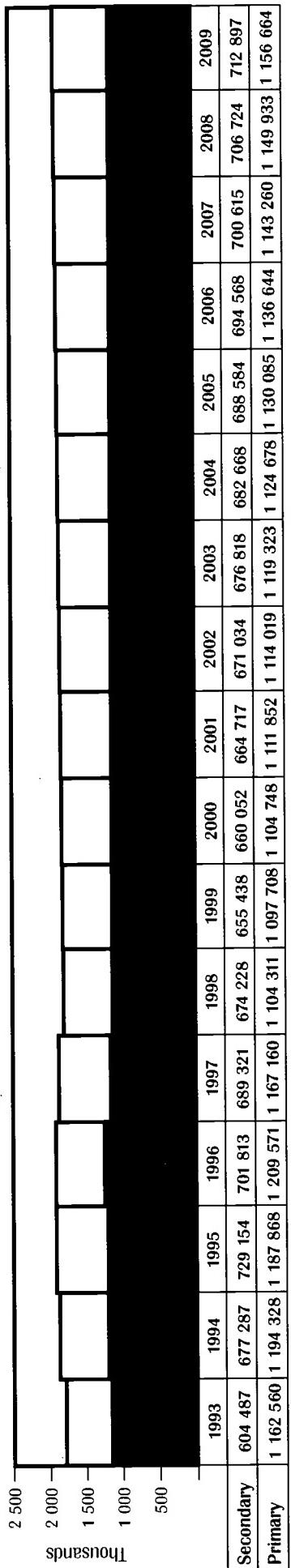
**Fig. 8e: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009  
for MPUMALANGA**



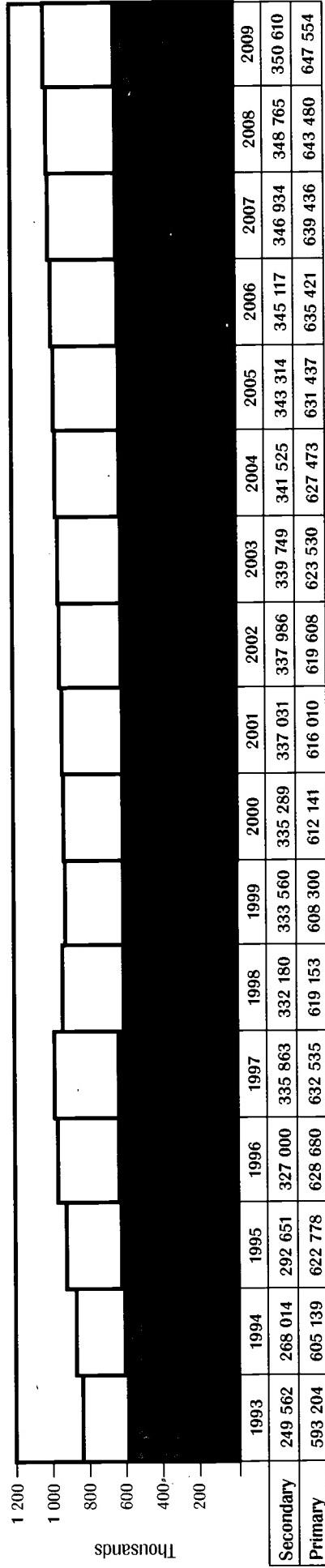
**Fig. 8f: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009  
for the NORTHERN CAPE**



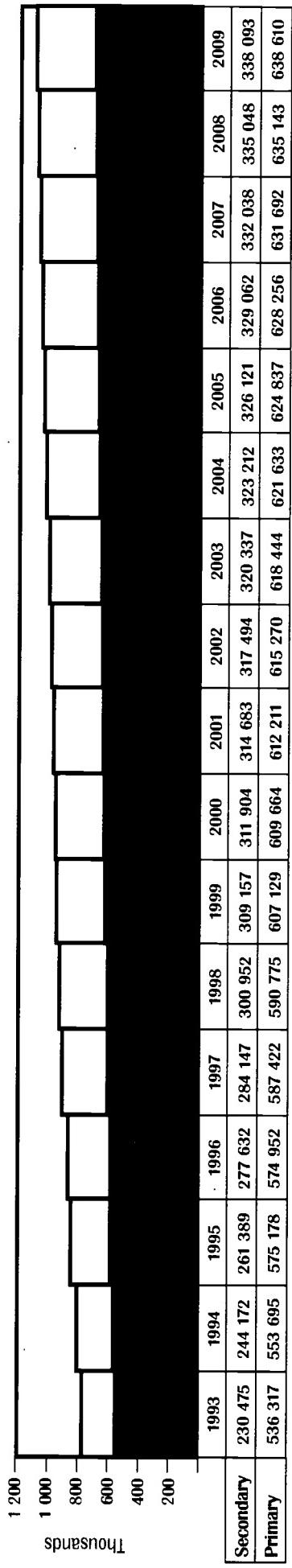
**Fig. 8g: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009 for NORTHERN PROVINCE**



**Fig. 8h: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009 for the NORTH WEST**

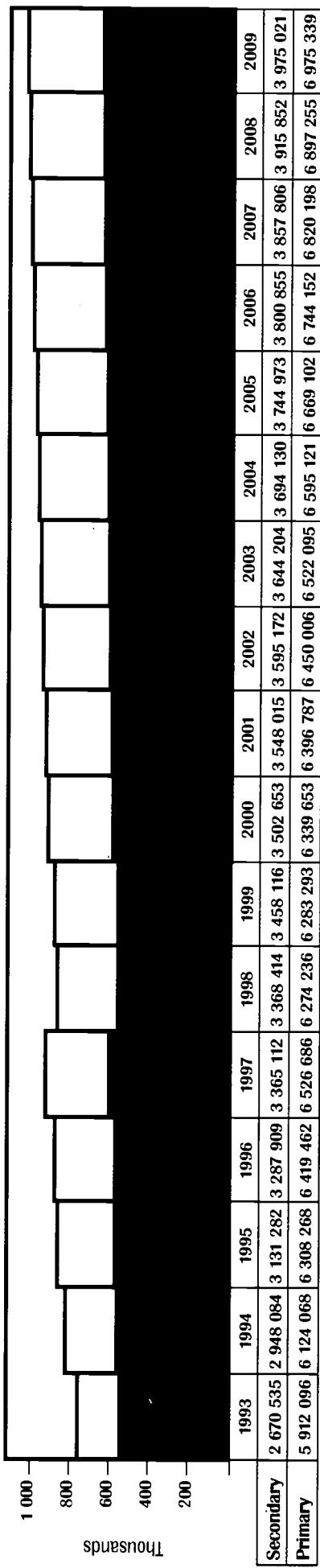


**Fig. 8i: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009  
for the WESTERN CAPE**



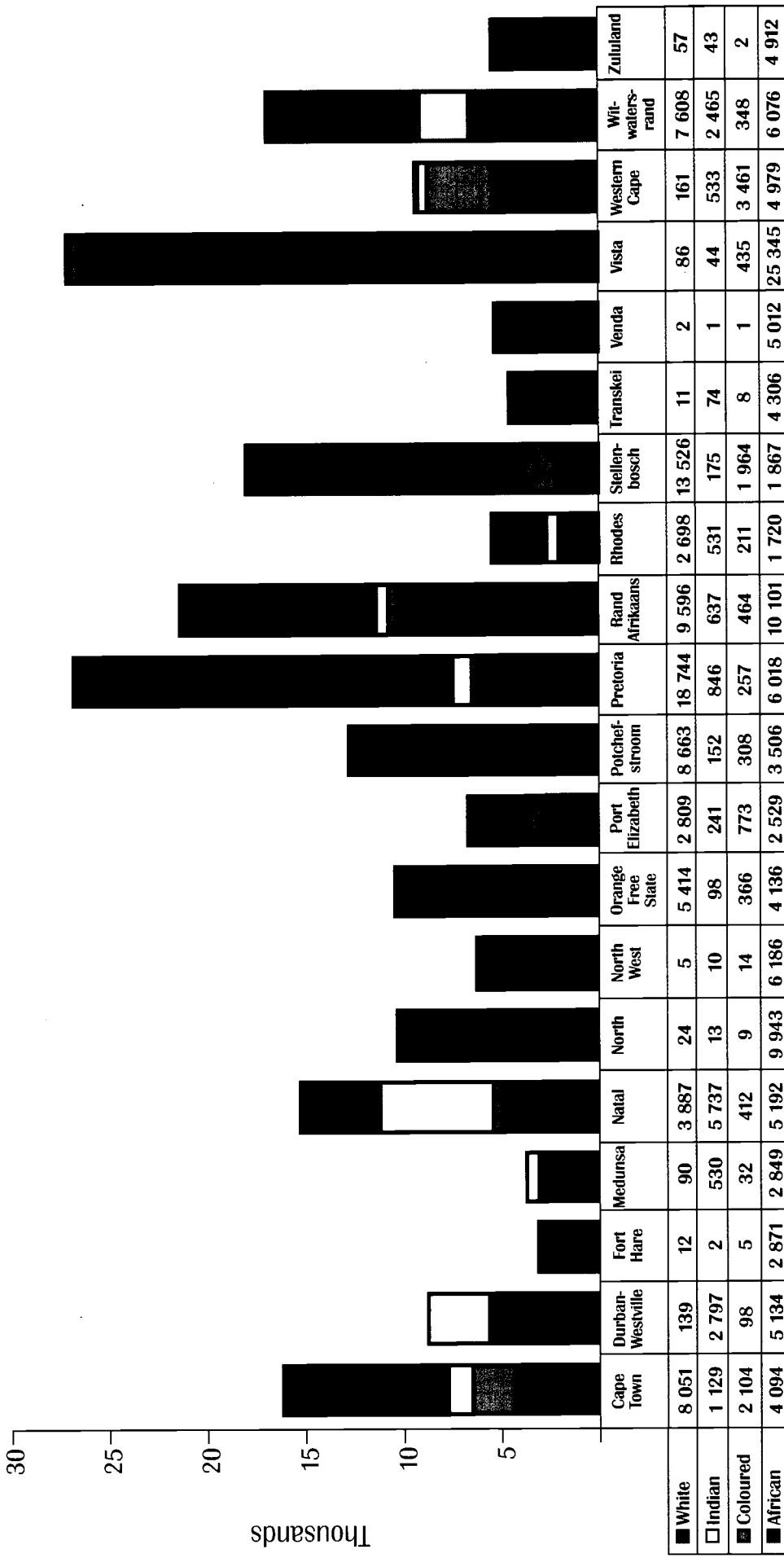
Growth rate 1999 - 2000: Primary 0,518% per year. Secondary 0,935% per year.

**Fig. 8j: Learner enrolment for 1993 to 1999 and forecasts for 2000 to 2009  
for SOUTH AFRICA**



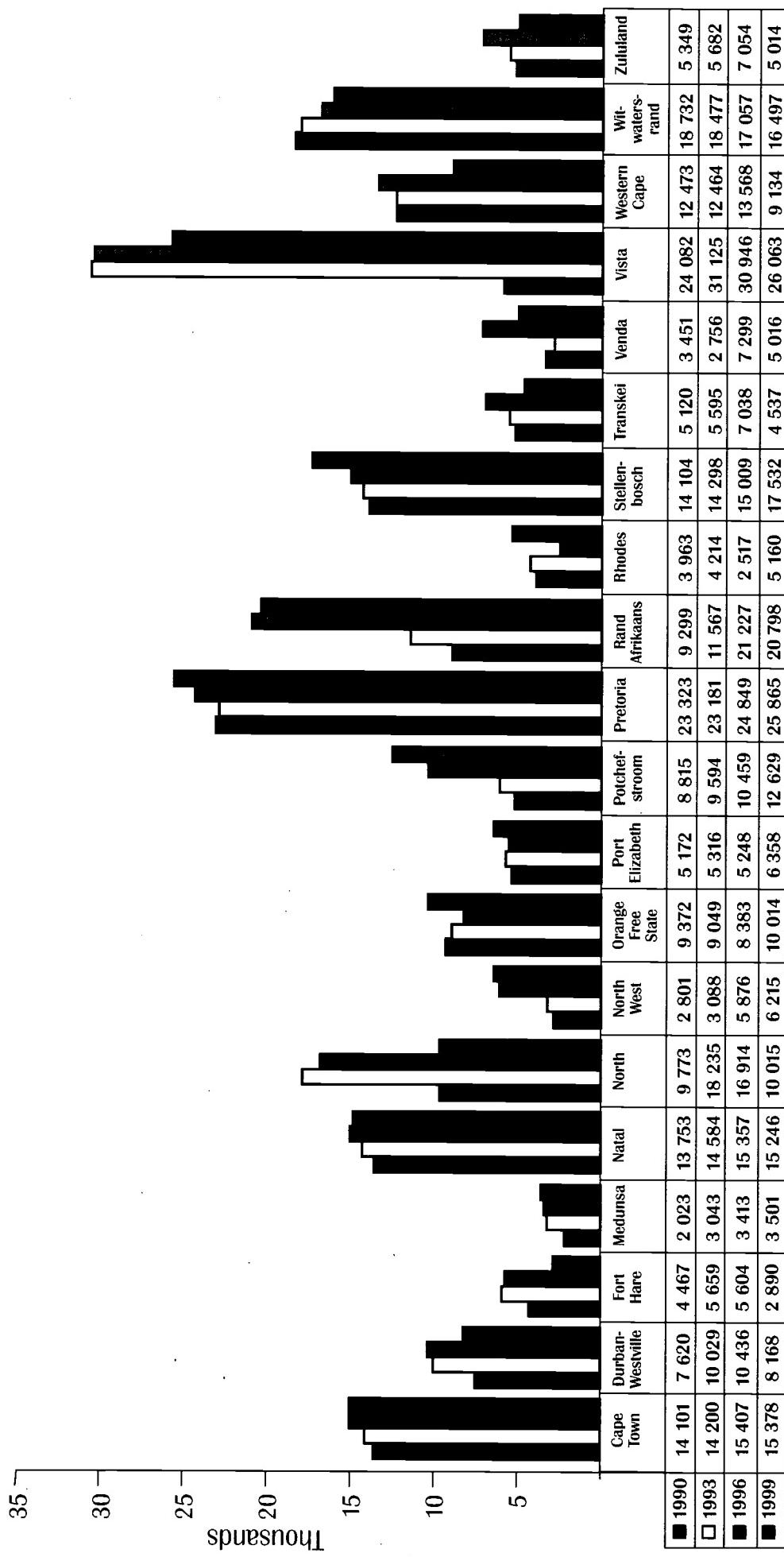
Growth rate 1999 - 2000: Primary 1,101% per year. Secondary 1,494% per year.

**Fig. 9: Students at universities according to population group, 1999**



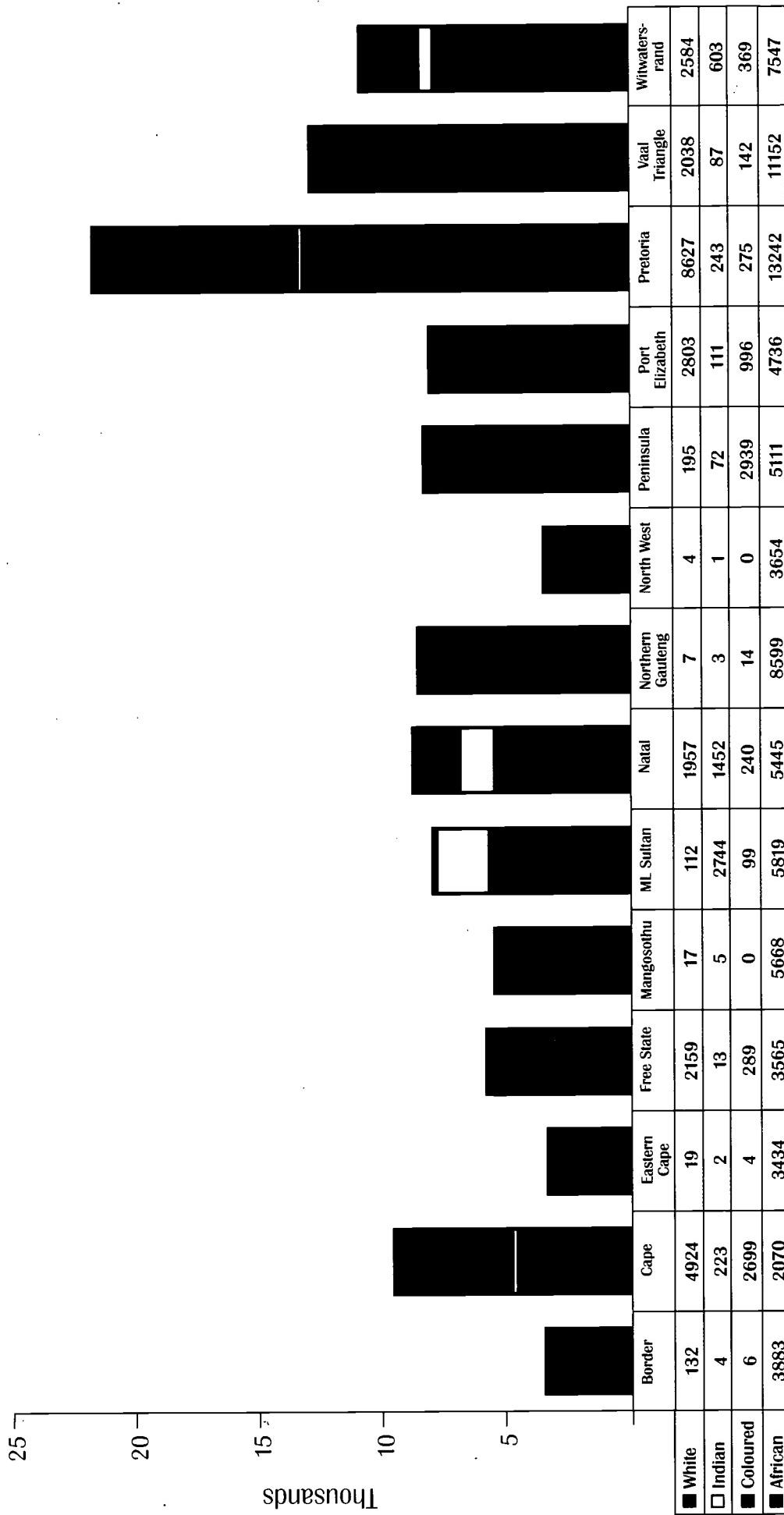
The University of South Africa had 46 013 African, 4526 Coloured, 12 008 Indian and 40 842 White students.

**Fig. 10: Students at universities 1990, 1993, 1996 and 1999**



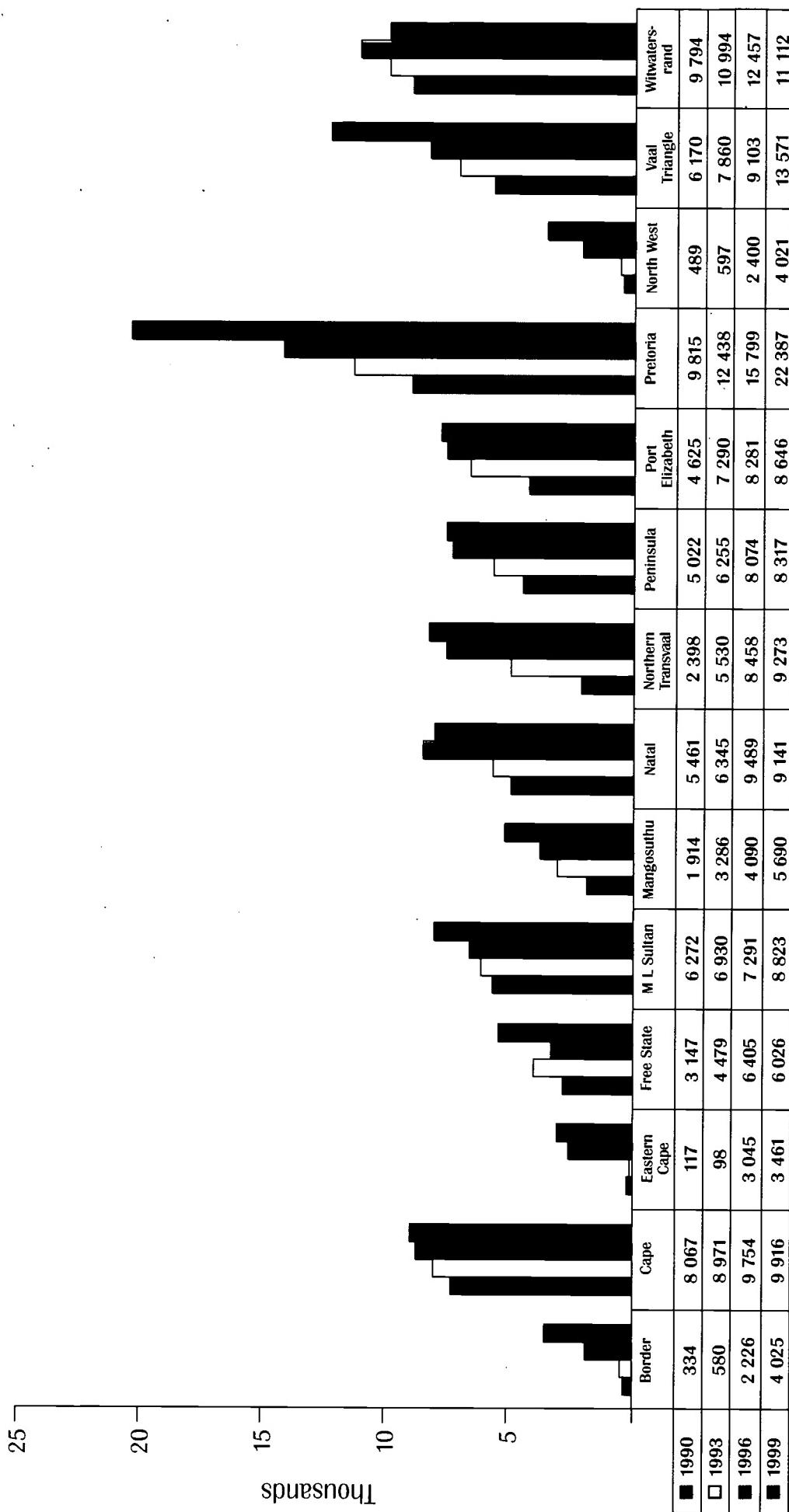
Student numbers at Unisa increased from 104 302 in 1990 to 135 079 in 1996 and decreased to 103 389 in 1999.

**Fig. 11: Students at technikons according to population group, 1999**

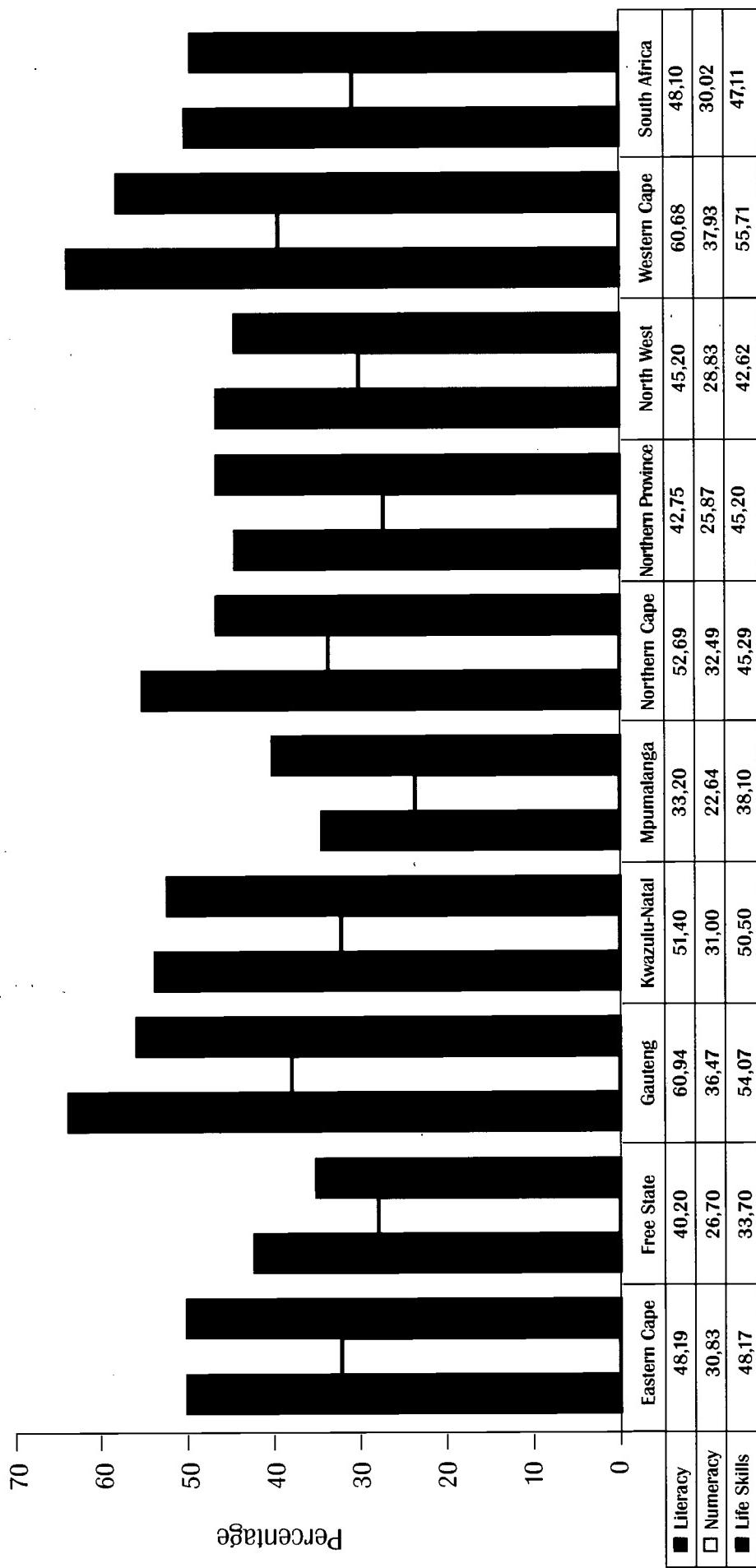


Technikon South Africa had 47 995 African, 4 305 Coloured, 2 434 Indian and 13 712 White students.

**Fig. 12: Students at technikons 1990, 1993, 1996 and 1999**

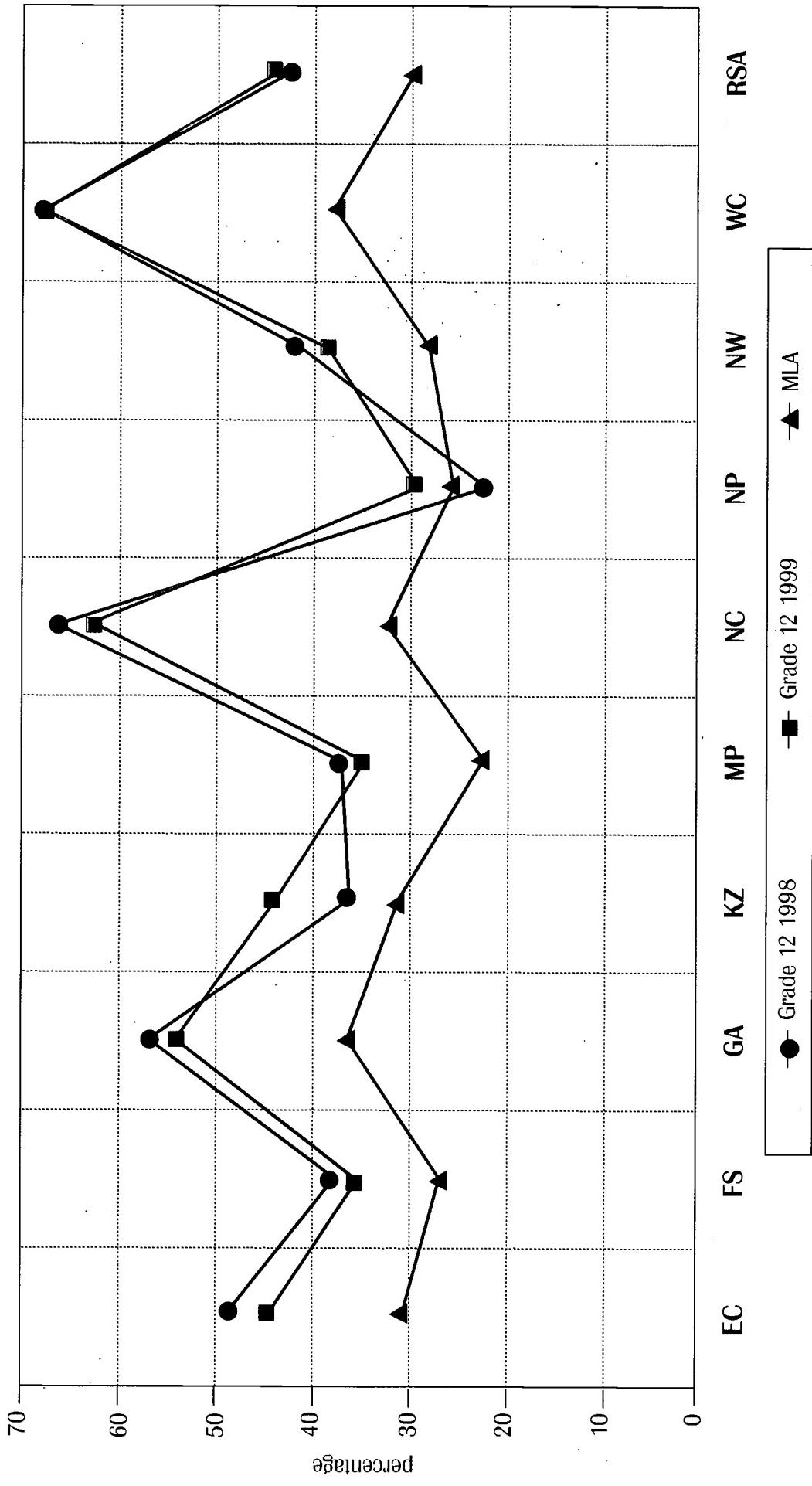


**Fig. 13: Results of the MLA (Grade 4) project, 1999**



The Monitoring of Learners Achievement (MLA) project is a UNESCO/Department of Education project in which Literacy, Numeracy, and Life Skills were tested in Grade 4 learners of 400 schools. The test instruments were developed in collaboration with the HSRC, the fieldwork performed by provincial department officials and the data capturing and analyzing done by RIEP.

**Fig. 14: Comparison between the performance in NUMERACY (MLA Grade 4) and the pass rate in MATHEMATICS (Grade 12 final exam) per province**



Provinces with a better Grade 4 performance in the MLA numeracy test also performed better in Mathematics in the matric examination.  
The importance of effective primary school teaching is clearly illustrated.

**ADDRESS APPENDIX**
**UNIVERSITY EDUCATION**

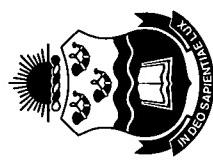
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- Randse Afrikaanse University, P O Box 524, AUCKLAND PARK, 2006, (011) – 4892911, Website:  
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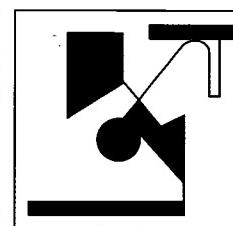
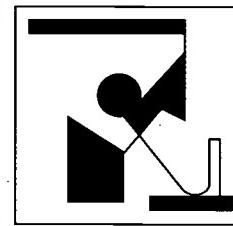
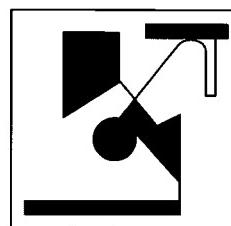
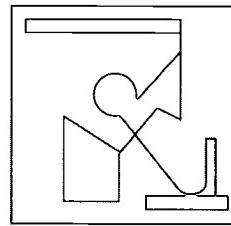
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[www.itrek.ac.za](http://www.itrek.ac.za)
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